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Columbia Chronicle (04/17/1995)

Columbia College Chicago

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Coalition Protests GOP's Contract

By Erica Hobbs
Correspondent

The Metro Chicago Coalition to Promote and Defend the Rights of Immigrants (MCCPRDRI) staged a demonstration at the Federal Plaza at Dearborn and Jackson on April 8 to protest several pieces of legislation proposed by Republican lawmakers.

About 200 people gathered in the 40 degree weather, according to MCCPRDRI spokesman Chris Geovanis. Among them were members of Columbia's chapter of the International Socialist Organization.

Also present were speakers Richard Munoz, 22nd Ward Alderman; Miguel del Valle, Illinois State Senator from the 2nd legislative district; Sharon Mathews, executive director of the Public Welfare Coalition, as well as several other representatives from organizations.

"It took a few months for the Contract's message to hit people," Geovanis said. "But we, as a movement, are gaining momentum and are growing rapidly."

MCCPRDRI calls both the contract With America and Illinois Senate Bill 10 an "assault on the American people." The coalition is made up of nearly 50 organizations, from grassroots hispanic groups formed in protest of the Contract With America to traditional social-

ist organizations to "citizens just interested in helping out," Geovanis said.

The event is one of a series planned throughout the year to educate local communities as well as provide forums for public debate.

According to the group, Chicago would be hard hit by budget cuts proposed by the contract. \$17 billion would be cut from the Chicago

Department of Health's annual budget.

It would affect Chicagoans by eliminating over 100,000 immunizations for children, 16,200 women from the Women, Infant and children (WIC) program and \$3.6 million in Medicaid and reimbursements. These represent a fraction of the budget cut list.

"We're calling on people of prin-

ciple everywhere to join a statewide movement against this brutal assault on working people and poor people," state senator Miguel del Valle said in a press release.

Illinois Senate Bill 10, a draft similar to the Republican Contract With America was signed into law on March 6 by Gov. Jim Edgar.

See Protest, Page 2



Two children join a protest against the Contract With America at Federal Plaza on April 8.

Photo by Nobuko Oyabu

Students Select Teachers Of The Year

By Charles Edwards
Staff Writer

Once again Columbia is asking students to nominate teachers for the Teacher Excellence Award by mailing out more than 7,000 letters asking students an especially positive question: Have you ever had a teacher who has made an especially positive impact on your life?

When a group of students lounging between classes in the Underground Cafe were asked which qualities make up a good teacher at Columbia, students took turns offering replies.

"All teachers offer different learning experiences," said Keith Jones, art major. "But in terms of teaching, hands on experience is what separates some teachers from the others."

Keith's brother, Kevin, an undeclared major, offered a similar sentiment when he said most teachers teach strictly from the text book, while others will schedule field trips so students can see and learn first hand what it's like to work in their field.

Sometimes students take certain classes because they're very easy, but for the most part Kevin said a serious student chooses a particular class based on who is teaching it.

"The best teachers are always talked about outside of the classroom," Kevin said. "The word leaks out that their class is a 'must take it' class."

As in the past Columbia is asking students to put their thoughts in writing by nominating a teacher who they feel deserves the honor of being recognized as teacher of the year.

Students were asked to explain why they feel a particular teacher deserves special recognition for teaching excellence.

The criteria for the award selection said Columbia President John B. Duff in a letter to students are: creating a model classroom, using

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See Teachers, Page 3

Columbia Struggles To Meet Needs Of Disabled Students

By Dayo Shopido
Staff Writer

Columbia College takes pride in its open admissions policy, which welcomes students regardless of their backgrounds. But many disabled students are dissatisfied with the level of care and facilities provided by the school.

Of the five campuses down town, only the Wabash Campus has a ramp for students on wheelchairs. That ramp, according to students who use it, is hazardous. There are no fire escape routes for students on wheelchairs; the electronic

newsletter is not closed captioned; there are no text telephone for non-voice communication (T.T.Y.); and there are not enough accessible elevators for handicapped students.

"For the money we pay here at Columbia, there should be more done to meet our needs," said Melinda Gerstein, a deaf student. "If there's a fire, how will the deaf students get help?"

Angelique Lowes, who works with deaf students, said, "Even on the floor that the deaf students use, there's no electronic newsletter with closed captioning or telephone with T.T.Y. for emergencies."

If the school is really open to everyone, then disabled or deaf students shouldn't have to raise suggestions to get their needs met, she said.

B. Zoe Aspegren uses a wheelchair. She recently transferred to Columbia from Oakton Community College and found Columbia's attitude toward the needs of disabled students excellent.

"It's important to make a positive statement acknowledging what's been done," she said. "It took only two weeks to remodel the science lab to accommodate me, and that's remarkable," said

Aspegren, who has visited many colleges that try to accommodate disabled students, but fall short.

There are many resources in the community that will assist in dealing with disabled students free of charge, she said. Access Living, a program designed to help institutions work with workers or students with disabilities, is one such program.

Although there have been many advances, many students feel there is room for improvement. Aspegren pointed out the entire

Lambda Force Observes Out Week

By Michel Schwartz
Correspondent

What does a homosexual person look like?

Is he black or white? Is he tall and thin or short and muscular? Is she boyish or feminine? Does she wear dresses and make-up or does she wear three-piece suits and combat boots?

The only way to truly know a person's sexual orientation is to be in the person's bedroom when he or she engages in sexual activity. That is the point Columbia's Lambda Force is trying to make by celebrating Out Week April 16 - 21.

"I feel there's a lot of homophobia at Columbia," said Tyrone Green, Lambda Force's president.

"Our posters have been vandalized. They are defaced and immediately torn down off the bulletin

boards," Green continued.

When asked why he feels many people are afraid of homosexuals, Green responded, "It's because it's different. It's something you wouldn't expect to see."

Out Week will kick off on Sunday, April 16 with the screening of the film, *Doing Time on Maple Drive*, followed by a lecture, "Rights Regardless of Sexual Orientation" at the Residence Center, 731 S. Plymouth Court, from 7 p.m. to 9 p.m.

Then on Monday, April 17, from 3 p.m. to 5 p.m., a buffet will be served in the Hokin Gallery, 623 S. Wabash, during a student showcase called Coffee Talk.

On Tuesday, April 18, brace yourself for a demonstration of everyday life as students perform *Homosexual Acts* in the Hokin Gallery between 12:30 p.m. and 1:30 p.m. Green says he expects a mixed crowd to

attend this event.

Between 2 p.m. and 5 p.m. on Wednesday, April 19, Filmmaker Anne Chamberlain will present a lecture on Gay and Lesbian Images on TV and Film in the Hokin Gallery. The lecture will be followed by a screening of experimental student videos.

On Thursday, April 20, a panel discussion on coming out and a lecture on anti-violence will take place in the Hokin Gallery between 12 p.m. and 4 p.m. The lecture will conclude with a screening of the film, *Before Stonewall*.

Out Week will conclude with a fashion show between 7 p.m. and 9 p.m. followed by a dance called *Get Out!* in the Underground, 600 S. Michigan, on Friday, April 21.

According to Green, 15 to 20 persons will participate in the Out Week showcases.

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Photo by Matt Reoch

When Senator Carol Moseley-Braun, a supporter of federal financial student aid, visited Columbia on April 12, students (left to right) Michael Wojcik, Cazz Smith and Frank Kush showed her the nearly 2500 letters and petition signatures they're sending to Congressional budget committees who are contemplating cutbacks in aid.

Protest, From Page 1

The 11-point package will promote welfare-to-work, target parents delinquent in child support obligations and eliminate the state's Aid to Families and Dependent Children (AFDC) program by 1999.

AFDC totals about \$15 billion per year — about one percent of the \$1.48 trillion federal budget.

"Public assistance should be a lifeline, not a lifestyle," Edgar said. "This package will reform a system that has failed taxpayers and trapped thousands of families in a generational cycle of dependency."

Other points of the bill include: a family cap that bars increases in cash assistance for AFDC mothers who have additional children while on the program, but maintains medical aid and food stamp benefits; a requirement for welfare mothers with no child under age 13 to find work or have their benefits reduced and eliminated after two years; and a requirement for

teen parents under 17 to remain at home as a condition of receiving AFDC.

"We are marking the end of welfare as we know it and are replacing it with an approach that emphasizes self-sufficiency and parental responsibility," Edgar said.

The coalition also claims that in addition to women and children, both the contract and the Bill 10 hit immigrants, mainly hispanic, the hardest, despite the fact that both documented and undocumented workers pay their share of taxes.

"Mexicans and other Hispanics are one of the fastest-growing groups in the United States. Historically, most Hispanics have been scapegoats and identified as 'Mexicans living off welfare,'" said Jennifer DeLeon of El Centro de Educacion y Cultura (Center for Education and Culture), a Logan Square community center. "That is obviously not true, and this type of anti-immigration legislation is a pure racial attack."

The Contract would deny legal

immigrants access to AFDC, Medicaid and other federal programs, and would permit states to bar them from receiving state aid.

Under the Contract, illegal immigrants and political refugees would be prohibited from receiving school lunches, WIC and publicly-funded immunizations. States could also prohibit all immigrants from receiving "non-emergency care" such as temporary housing vouchers or prenatal care.

The coalition claims that the United States has one of the highest child poverty rates and five million more children — over half of the current welfare case load — would lose cash assistance under the Contract.

The biggest fear that most organizations involved in MCCPRDRI carry is that these initiatives will be pushed through the legislative process without adequate public education or debate.

"The public needs basic information first," Del Valle said.

Hundreds Of Universities Demonstrate Against Contract

By College Press Service

Students at Cornell University constructed "Newville," a cardboard shanty town. University of Minnesota protesters braved spring snow showers. Yale University students stopped traffic as they marched, chanting "Hey hey, ho ho, the Contract has got to go."

Thousands of students on more than 150 campuses nationwide demonstrated against the Contract with America on March 29, pledging to fight Republican cuts to education, the environment and other areas of the federal budget. Lobbying drives, teach-ins, skits and "unsinging ceremonies" were held at campuses such as Stanford University; Rice University; the City University of New York; Swarthmore College; the universities of Washington, Oregon, Wisconsin, Minnesota, North Carolina, Virginia; and more than 90 smaller colleges.

"It's important that students are mobilizing to fight for what we need," said Nicole Newton, director of the University Conversion Project, which organized the event. "These are cuts that go right to what we believe in."

To coordinate students on dozens of campuses from coast to coast, organizers relied upon e-mail.

Rich Cowan, a 32-year-old alumnus of the Massachusetts Institute of Technology, sent out an announcement of the protest via the Internet. "This is the fastest way for us to get the message out," says Cowan, who as a student, actively protested apartheid in South Africa and the nuclear weapon buildup under President Ronald Reagan. "There are ways of getting information to people that we never would have imagined 15 years ago."

The University Conversion Project, headquartered in the basement of a Baptist church in Cambridge, Mass., was formed in 1991 as a way to organize student protest against the Persian Gulf war.

Since February, student organizations have endorsed the UCP's "Call to Action," which criticizes the Contract With America for denying many young people access to a college education, for its attack on the poor, and for allowing big business to evade social and environmental responsibility.

"Congressional forces who won the last election claim to be acting on these measure in our name," the "Call to Action" reads. "We must make it clear that if these measures are enacted, it will be without our consent."

ADVERTISE IN
THE COLUMBIA COLLEGE

Chronicle

News in brief...

A Gallup poll of 671 adults indicates that nearly 25 percent of employees between the ages of 18 and 29 abuse their sick days by putting on their best sore throat voice and calling in sick two times a year. The study found that Gen Xers fake illness twice as many times as employees between 30 and 49 years old and four times as much as workers 50 and older.

An anti-harassment policy at Stanford University has been ruled unconstitutional by a California Supreme Court on the grounds that it infringes on the free-speech rights of students. Judge Peter Stone said Stanford's policy was not specific enough in its limits of language, ruling that "fighting words" and "language to incite violence" were too broad in terms of their implied meaning.

If success is measured in professional status and high salaries, then an elite college is worth the money according to John Boli's book *Cream of the Crop: The Educational Elite Comes of Age*. *Cream of the Crop* is based on a study of 320 college students who graduated from Stanford University in 1981. Graduates from elite schools choose higher paying careers even though more than 90 percent identify intellectual challenges and creativity as important qualities of a career.

Four New York students have been arrested for lifting credit card numbers off the Internet and using them to purchase thousands of dollars in merchandise, which was later sold to others for cash. Clarence Kiu, a computer science major faces charges of grand larceny, forgery, and scheming to defraud and was released on a \$30,000 bond. The others will be charged with lesser penalties.

The number of minority students attending colleges and universities rose steadily during the past decade, but college participation among minorities still lags behind that of whites, according to a recent report by the American Council on Education. Only 33 percent of African-American and 36 percent of Hispanic high school graduates ages 18 to 24 attended college in 1993, compared with nearly 42 percent of whites. "We have a long way to go before we can claim to have achieved equality of educational opportunity and achievement," said ACE President, Robert Atwell.

Earth Day, a national day dedicated to the environment, will be celebrated by the city of Chicago, the Chicago Park District, and Friends of the Parks on Saturday, April 22. From 10 a.m. to 3 p.m., volunteers will clean up Garfield Park Lagoon and 12th Street Beach as well as learn how to preserve Chicago-area waterways.

The dean of admissions at Sacramento City College was beaten and kicked by a student after confronting him in a classroom in late March. The student fled the school and is still at large.

A new study from a Duke University professor reveals who pays for the cost of smokers in the United States. In a paper for the National Bureau of Economic Research, W. Kip Viscusi states that each pack of cigarettes sold in the U.S. cost taxpayers approximately 55 cents in health care costs.

From Chronicle wires

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- Monday availability a must
- Inbound calls only
- Rapid advancement

800-966-4809
ext. CAC-086 Call now.

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To Our Readers:

As I'm sure you've noticed, your college newspaper looks different. It's better organized, more user-friendly, and dare we say it, more professional.

The front page banner was designed by *Chronicle* contributor Chris Barrett, a junior majoring in film. Everything else was designed by Managing Editor Todd Dell'Aquila, with technical assistance from the J-department's Computer-Whiz-in-Residence, Omar Castillo.

Feel free to write us and let us know how you feel about our new layout.

Sergio Barreto
Editor-in-Chief

Teachers, From Page 1

innovative and effective teaching methods, developing a creative course, serving as a positive role model, and being an effective counselor.

"Columbia has always taken pride in providing first rate teachers," Duff said. "There's nothing more important than good teaching. This is a college where the premium is placed on the level of instruction."

And he adds that Columbia has a reputation of providing first-rate teachers whether they're full or part time.

Darla Scott, management major, agrees. She said in her two years since transferring from Northern Illinois, she has noticed a difference in teachers.

"I've had teachers allow me to call them at home late at night to ask questions. That was unheard of at Northern. I couldn't believe the dedication factor teachers have at Columbia. Even though costs are high, you can't put a price tag on dedication," Scott said.

Scott believes dedication is a very important ingredient that all teachers should possess, but not all do.

Corey Williams said he has run into a couple of teachers who have not taken time out to work with him. But he does acknowledge that the tutors in the Writing Center have "bent over backwards" to help him improve his grammar and put together a "decent" resume.

Caroline Latta, acting academic dean, said last year there was a great response from students in nominating teachers.

Thirty-six full-time and artist-in-residence teachers and 22 part-

time instructors were nominated last year, according to Latta.

Latta said the award helps establish the criteria upon which Columbia faculty is evaluated. "Columbia has always maintained that the primary duty of a faculty member here is teaching. Being a teacher able to impart that knowledge to students has always been the number one priority and this [award] is an attempt to solidify that and say 'we're putting our money where our mouth is,'" Latta said.

"It is entirely appropriate to recognize the teachers who are outstanding," Duff said. "We think the best way to do it is to get comments from the students because they are the people closest to the teachers and most effected by them."

Latta said she was very pleased when the *Chronicle* published the entire list of nominees last year.

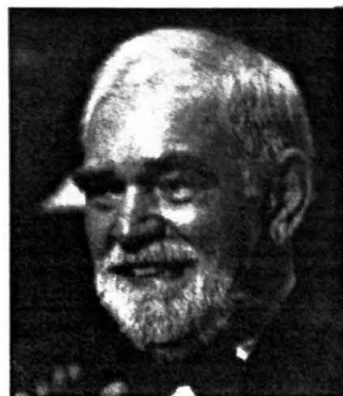
"I think the greatest honor is to be one of those nominees and I think even the people who win the award would say that," Latta said.

Last year co-winners in the full-time category were Pan Papacosta from the Science and Math Department and Paulette Whitfield from the Marketing Department. Jennifer Gritton from the Art Department won top part-time teacher of the year. Each teacher was given a plaque and awarded a monetary award of \$2,000 donated by Columbia.

Even though nominated teachers receive certificates, Latta said that in a way they've won as well.

"Just getting that recognition, having a student or students write a letter on your behalf, that's what it's all about. At the end of a long day if somebody says, 'Hey, that was a great lecture,' it can make your day," Latta said.

People you should know



William Russo

Who he is:

William Russo is the director of Columbia College's Contemporary American Music Program. He is also the musical director of the Chicago Jazz Ensemble, which is based at Columbia.

Education:

Russo has a bachelor's degree in English, but says he has loved music all his life and was raised with music. His father, grandfather and eight of his uncles were all musicians.

Achievements and awards:

Russo was recently recognized as a Chicagoan of the Year in the Arts by the *Chicago Tribune*. He has also recently published a piece, "An Image of Man."

Special interests and activities:

Russo reads a lot and particularly loves the classics -- Dickens, Tolstoy, etc. He used to jump horses ("on the horse, not over the horse," he jokes), but has had to give that up. He bike rides instead. He also loves going to the movies and says the last good movies he saw were *Indochine* and *Hoop Dreams*.

Favorite part of teaching:

"Watching the light go on in a student's head."

Advice to students:

"Don't take too many classes, work too many hours or believe everything you see on television."

Next project:

A concert at the Getz Theater in May. "The Chicago Jazz Ensemble is my project and obsession."

His goal in life:

"Write great music and teach students and hope that the world is a little bit better for all of it."

Ideology:

"I believe not only in individual excellence, but in excellence of the community."

Other interesting facts:

Russo was born in Chicago, but has lived all over the world in conjunction with his music. He was hired in London to work at Columbia and moved his family here in August, 1965. He started teaching at Columbia the following September when Columbia's enrollment was only 1901. He is Columbia's longest-employed full-time faculty member and will celebrate his 30-year anniversary in September.

By Linda Sturgess
Staff Writer

Disabled, From Page 1

Campus is a cage for disaster in the event of a fire "because there's no escape plan for disabled students. How is someone on a wheelchair going to exit the building if there is a fire?" she asked. Students on wheelchairs consider the Wabash ramp deadly, even though it may comply with the Americans with Disabilities Act (A.D.A.)

Columbia's Director of Student With Special Needs, Carmen Agoyo, said the school does it's best to comply with A.D.A. rules in providing accommodations according to specific needs of students. She said that the fire escape route, teletypewriter phone machines, and the closed captioning of events around the campus are all on the agenda to be implemented soon. In the meantime, she wants students to come forward with useful ideas and suggestions that might benefit them.

Aspiring Journalists Investigate The Possibilities

By Mi'Chaela Mills
Correspondent

Students and professionals gathered at the Investigative Reporters and Editors Conference March 31 through April 2 to understand the concept of in-depth reporting and to hone their skills in advanced reporting and fair news coverage.

Although it was frigid and gloomy, many people came for knowledge and networking. The topics of many of the seminars were freedom of information and news gathering. Panelists stressed that these are two of the most important factors a journalist must consider when reporting a story. One panelist, John McClelland of Roosevelt University, noted that students must learn not only how to retrieve public information, but also how to follow paper trails.

But investigative reporting extends beyond journalism. Television, radio, and print journalists need researching skills to survive in the field, said Steve Ross of Columbia University. He also emphasized the importance of learning and using rates and percentages. "These skills are pertinent to business stories and are used by all business reporters," Ross said.

The panelists offered one-on-one assistance and tipped students on various ways to get a foot in the door—the kind of advice only professional journalists can give.

ABC reporter Chuck Goudie suggested that when students send broadcast samples to a station, they should front-load their tapes with themselves. If a prospective producer does not see you within the first 10 seconds you will not get the job, he said.

Reporters who exhibit creativity, assertiveness, tenacity and enterprise are rated A-1, according to Sebastian Dorich of the Dayton Daily News. Aspiring reporters should find a mentor or observe a professional for experience. One can obtain work through these methods.

"Fire in the belly" is a survival skill for a successful journalist," said Dorich. He said reporters should take risks, think unconventionally, and have ethical and compassionate standards.

The conference was packed with informative ways to research and gather information and angles for investigative pieces. For example, leads to a breaking story often come from a common source—the library. Although it has its limitations, the library has an

on-line system, federal register, municipal reference collection and many other useful sources.

Jeff Lyons, Chicago Tribune reporter and instructor at Columbia, said it is vital that journalists follow up on old stories. "Journalists are the eyes and ears of the general public," he said.

Lyons mentioned that 95 percent of all stories are investigative and that these stories are the major components of the Tribune.

Panelists also stressed grammar and accuracy as necessary fundamental skills many students lack. There are two books all journalists should have, according to Tom Brune of the Chicago Sun-Times. They are *Elements of Style* by Strunk and White, and *The Reporter's Handbook* by IRE.

The knowledge obtained in this conference has undoubtedly helped all of its participants clarify their paths as journalists. To be successful in the field of journalism, one needs personality, dedication and a willingness to work hard.

Columbia College student Jennifer Laboy said, "I really thought it was informative and the panelists were helpful and entertaining. It gave me direction into the business."

ATTENTION J-STUDENTS

Applications for the 1995-1996 John Fischetti Scholarship are now available!

STOP BY THE J-DEPARTMENT FOR AN APPLICATION.

Full-time Columbia students who specialize in print or broadcast journalism, photojournalism, editorial art or political cartooning are eligible for the scholarship. Awards are based upon merit, financial need and service in the student's specialty.

APPLICATION DEADLINE IS MAY 19, 1995

Out of the Darkness...

Into the Light
of
AIDS Awareness Week

May 1-6 - Sat., 1995

Schedule of Events

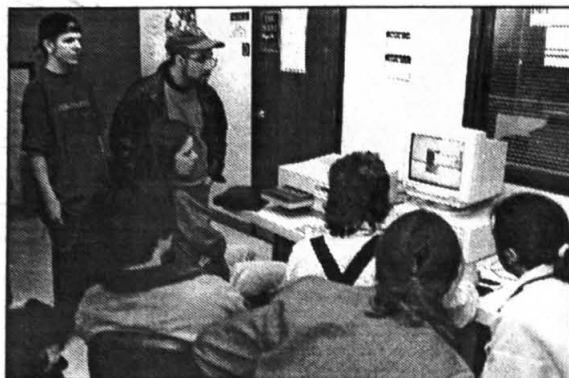
African Americans and AIDS
Monday, May 1, 1995
2:00 - 4:30 p.m. -- Hokin Hall
Coordinator: Sheila Baldwin

Living with AIDS: Education, Research & Treatment
Tuesday, May 2, 1995
10:00 a.m. - 12 noon -- Hokin Hall
Coordinator: Zafra Lerman

Latino and AIDS
Thursday, May 4, 1995
10:30 a.m. - 1:00 p.m. -- Hokin Hall
Coordinators: Helen Ladrón de Guevara & Madeline Roman-Verges

Materials on display in Wabash, Michigan & Torco Buildings
Sponsored by Student Life & Development

New Digital Imaging Lab Is Bigger And Better Than Ever



Photography I instructor Brian Katz introduces CD-ROM technology to his students in the newly expanded digital imaging lab.

By Jeff Mores
Staff Writer

Columbia's photography department has expanded and upgraded its digital imaging lab into the largest in the Chicagoland area.

Last year, the digital imaging lab consisted of one classroom that housed approximately 12 work stations for students. The lab now contains two classrooms equipped with computers as well as open lab areas for students to work on projects outside of class.

Kati Toivanen, the faculty coordinator of the digital imaging lab, said, "Columbia's digital imaging lab is the largest within a photography department in the Chicagoland area," including the

Art Institute of Chicago and the University of Illinois. Toivanen feels the larger working area gives students a distinct advantage because they each have their own station to work from.

Since Columbia started the program three years ago, the number of sections of classes has grown from four to 10, thus creating a need for expansion.

The lab is divided into a split platform, containing both Macintosh and IBM computers. Teaching Assistant Gene Snyder said students are encouraged to use both because of their availability in the working world.

Special features of the lab include a film recorder and two digital photo-imagers. "The film re-

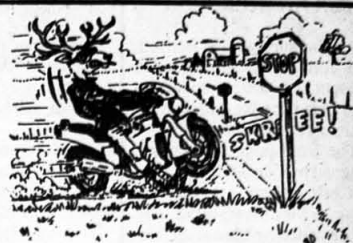
corder allows students to take the image they have created and produce a slide of it the way they want it," Snyder said. The digital photo-imagers allow students to actually process their work from their disk onto a piece of photographic paper. Snyder commented that another attraction coming soon will be a Kodak film scanner, which has the capability to produce high quality pictures at a resolution of 2000 DPI.

Numerous programs are available on the computers for students to work from. Snyder cited Premier as being one of the more advanced programs. This program enables students to play a movie or video and grab a specific frame in order to alter or change it. The department has also recently installed a program that deals with 3-D objects. Other more basic programs, such as Photoshop, Pagemaker and Quark X-press, are also available.

Columbia has gone to the extent of installing humidifiers in the labs and classrooms to prevent dust and other particles in the air from contaminating the systems. A small lounge is also provided. Snyder says the lounge is an area where students can discuss their work or just kick back for a little bit.

Keeping up with technology, upgrading and providing one work station per student is something the department strives to do. "Columbia has always had a commitment to new technology," Toivanen said. She feels this helps develop the curriculum, facilities and competitiveness of its programs.

Academic Advising The Buck Stops Here.



By Harry L. Parson III
Academic Advisor

Preparing for finals does not have to create anxiety and stress. If you are willing to discipline yourself and sacrifice some of your free time, taking finals can become a breeze. Below are a few simple things you should -- and should not -- do to prepare for finals.

First and foremost, never study with the television or radio on. If you cannot concentrate at home, go to the library or somewhere quiet. Don't study in bed; sit in an upright chair under good lighting in a place that has good ventilation.

If you have several assignments, projects, or exams coming up on the same day or around the same time, ask yourself this question: Do I usually do the easy things first and then the difficult things, or vice-versa? Most students do what is easy first, then what is hard. Evaluate yourself and determine your pattern. If your grades are not above average, then consider changing your pattern.

Word to the wise: If you always do what you've done, you'll always get what you've gotten.

Procrastination is the main reason why many students don't do well on finals. Some have wait until the last minute to read an entire textbook or to begin their final film or computer project. To avoid procrastinating, identify moments when you are wasting time. A little voice usually tells you that you are doing something you shouldn't be doing. Listen to that voice. People always operate by habit and tend to waste time in the same ways over and over again. Observing and eliminating one small quirk may save you many hours down the road.

Question: I have a poor memory, and for some reason I haven't done all the reading in one of my classes. The instructor says the final is going to be comprehensive and cover several chapters. How can I cram all those chapters in before the final?

Answer: There is no such thing as a poor memory, only a trained or untrained one. Nevertheless, cramming doesn't work. It's impossible to force large amounts of information into a trained memory in a short period of time. Your only option is what we call spaced practice.

Spaced practice is basic efficient learning. You should only study in short spurts (e.g. 45-60 minutes). For example, if you realize that you must spend 10 hours preparing for an English literature test, you should space these 10 hours over seven or more days.

In a nutshell, when you study, plan to study for no fewer than 30 minutes and no more than 60 minutes. Study for one hour, take a 15-20 minute break, and so on. Give your brain a rest and let that first hour of information sink into your long-term memory.

Last but not least: Don't beat yourself up! When you are frustrated with a reading assignment or project don't get too emotional. Separate your emotions from your intellect. Studying is an intellectual activity and is not meant to be an emotional struggle. Accept the fact that you must learn the information in front of you -- then attack it, don't let it attack you.

On Tuesday, April 18, academic advising will sponsor a workshop for undeclared students and those interested in the Interdisciplinary Majors. On Thursday, April 20, we will sponsor the workshop "How To Prepare For Finals." Mark your calendars today!

Please send your questions to the *Chronicle* in care of "The Buck Stops Here" or to Harry Parson, academic advising, 623 S. Wabash Ave., Suite 300.



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LAMBDA FORCE Out Week April 17 - 21, 1995 Calendar of Events

Sunday, April 16, 1995 7-9 p.m.
Film: Doing Time on Maple Drive
Lecture: Human Rights Regardless of Sexual Orientation
Residence Center - 731 S. Plymouth Ct.

Monday, April 17, 1995 3-5 p.m.
Coffee Talk
A buffet of cakes and coffee while students perform
Hokin Gallery - 423 S. Wabash

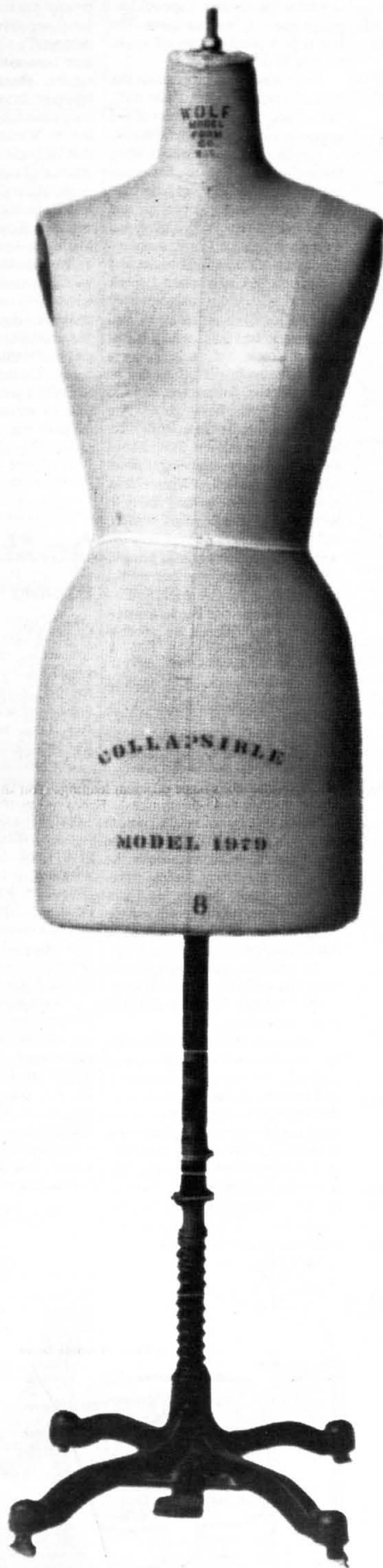
Tuesday, April 18, 1995 12:30 - 1:30 p.m.
Homosexual Acts
A demonstration of everyday, gay life
Hokin Gallery - 423 S. Wabash

Wednesday, April 19, 1995 2 - 5 p.m.
Lecture Presentation: Gay and Lesbian Images on TV and Film
by noted filmmaker Anne Chamberlain
Video Screening: Experimental Student Videos
Hokin Gallery - 423 S. Wabash

Thursday, April 20, 1995 12 - 4 p.m.
Panel Discussion: Coming Out
Lecture: Anti-Violence
Film: Before Stonewall
Hokin Gallery - 423 S. Wabash

Friday, April 21, 1995
Fashion Show 7 p.m. - 9 p.m.
Dance: Get Out! 9 p.m. - 12 a.m.
The Underground - 400 S. Michigan

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THE CHRONICLE

Journalism Department
623 S. Wabash Ave., Suite 802
Chicago, Illinois 60605
(312) 663-1600 ext. 343
(312) 427-3920 FAX

Editor-in-Chief
Sergio Barreto

Managing Editor
Todd Dell'Aringa

News Editor
Susan Naese

Features Editor
Kandace DeSadier

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The Chronicle is the student-run newspaper of Columbia College. It is published weekly during the school year and distributed on Mondays. Views expressed in this newspaper are not necessarily those of the journalism department or the college.

What About Student Evaluations?

Just before break, students did written evaluations on Columbia instructors. I look forward to the results to find out how I am doing as an educator. I started thinking, "What if it were the other way around? What if faculty rated students in the categories of preparedness, attendance, effort, behavior and attentiveness? What if students were rated on how many minutes they fell asleep?"

I'm guessing most students would say, "I don't care what the instructor thinks about me." That's what I would have said in my days of college but I know better now. I know that one day my students may end up as my employees, employers or even co-workers in the professional world. They may need a reference or a referral from me. For some I could say little positive. If these students take their habits and attitudes into the job arena, they will perish.

From the front of the class too often I see empty seats, blank stares, bobbing heads with half-closed eyes, and mouths moving on some other topic. Before you say, "Well, this guy must be boring," let me say that all my evaluations have been more than positive. Communications is my livelihood. I've been a professional weathercaster for eight years on TV and radio.

Students: Have you ever been in a conversation with someone who you noticed was focusing their attention elsewhere or fidgeting or yawning or not responding in any way to what you say? Doesn't this make you feel like you're wasting your breath and the person is not worth your time? When that person asks no questions and has no facial expression isn't it hard to communicate?

No matter how prepared, excited, eager or energetic an instructor is in class, when there is no positive response from students it makes teaching a tough job. When students ignore the lesson or assignment or instructor the message is: "I don't care."

Do you care?

Alan Sealls
Instructor of Meteorology
Science & Math Department

Mr. Sealls,

Perhaps the bobbing-headed student's message is: "I didn't get enough sleep this week because I get too much homework from my

math teacher," or "I partied last night, but I really do care." Which-ever, I wouldn't take it personally.

As for those student evaluations you seem eager to employ, how has the grading system been working out for you?

Jeffrey Heydt
Editorial Page Editor

Reader Is Offended

Re: Jon Bigness column, "A day in the life of a month of history"

I am not a prejudiced person and therefore will not make any racial insults as I write this response. Over the past few months I have started reading Jon's articles. I have been angered and offended by the things that he says and I am very shocked that someone as ignorant as he is writing for my school newspaper. I have attempted to write before, about his various racial slurs and his lack of knowledge, but, this last article pushed me over the edge.

In his article he states: "Somewhere, among the various minority history months there is a day or two devoted to us white folks." Must I remind Bigness that Americans throughout the United States are taught history from a Eurocentric point-of-view everyday.

Look through the magazines, watch a little television. Count the number of blacks you see in comparison to whites. Then tell me what are the young African American children supposed to know about their history - American history.

Africans built America on their backs and it is not just necessary for all Americans to learn. Once history is taught from a multi-cultural point-of-view, recognizing the contributions of all Americans, then and only then will the need for Black History Month, Affirmative Action, and other minority representational days cease.

My suggestion to Jon is that he take a break from writing so you can take time out and learn American history, learn about the hidden contributions of all Americans.

Mashari Lalla Bain
Sophomore

Bad Grammar

While viewing an episode *The Charles Perez Show*, I heard a young brother foolishly state that using slang and speaking inarticulately are elements that constitute black cul-

ture, and accused Blacks who spoke proper English of "talking white".

First of all, it is ignorant to believe that Blacks have a special language that only we can speak. The last time I checked, we all spoke English in this country.

Personally, I find expressions like "fissna" (the equivalent of about to), "he be" and "is you" examples of bad grammar and they just sound stupid.

Any brother or sister who believes that we're supposed to use bad grammar to "be black" are not only buying into the negative stereotype that black people are unintelligent, but are operating under the misconception that all Blacks have to act and speak in a certain manner. I speak proper English and I've always been accused of "talking white" and "wanting to be white" which is just a big ol' crock.

I find it terribly disturbing that so many blacks equate being articulate and professional with "being white". Are we supposed to be the inferior race, lacking intelligence and incapable of success that goes beyond being athletes and entertainers? Hell no! Many Blacks possess the knowledge and ability to be successful entrepreneurs, writers, and public speakers who are truly exemplary of intelligent human beings.

And our success may or may not have to do with how we speak. So anyone who believes that Blacks are supposed to sound ignorant are probably ignorant themselves.

Marquecia Jordan
Sophomore, Graphic Design

Contract, Columbia and the Rest

Since the infamous "Contract with America" evolved from the republicans, students across the country expressed eagerness to remain in school, though most students were protesting more than the fact that they might not afford to attend college.

As pressure from the Contract mounted on certain welfare programs, college financial aid was given more focus.

Columbia College students diplomatically expressed their anger in writing to Washington educational and welfare representatives. Rallies and demonstrations were reported in Michigan, Vermont, New Mexico, and Virginia. Even the information superhighway, (the Internet), was not spared. Protesters sent electronic messages across but within U.S. campuses with a common target, the GOP's.

The Columbia College campaign, led by the Student Life Development office (SLD), seemed to prompt the immediate defection of loyal republican students to the democrat's side. Students showed true commitment to this serious matter. About a quarter of the college population took time from their busy schedules to sign or write letters to Washington. Along with that, SLD distributed ready-to-mail letters that were signed by most students. The polite, letter-writing protest Columbia students deployed was as sufficient to protesting along Michigan Avenue.

We should be proud of the little we did to participate in this national issue. It is my hope that the reactions of college students from across the nation culminates in a clear message to the law makers in Washington. Columbia students and the SLD did a great job. Using this episode as an example, let us all remember the power of two words; cooperation and unity.

Symon Ogeto
Junior, Marketing

Open Admission Policy Praised... Again

There has been a great deal of heated debate in the media recently, concerning affirmative action issues. I am very happy to be able to say that Columbia College does not implement affirmative action policies. It does not need to be because of its open admissions policy.

Anyone and everyone has an equal opportunity to excel here. Some students have criticized Columbia's open admissions, just like affirmative action has been criticized. But the point isn't whether some students are as "qualified" as others. The point is that every type of person, from every educational background, race, ethnicity and gender is given the opportunity to BECOME qualified for the future.

I have been given more opportunities here than anywhere else, and I am so thankful. Teachers have encouraged me, advisors have directed me towards scholarships, and I've met students from every imaginable walk of life. Luckily, I had a pretty good educational background and I was able to pick a school, but if I hadn't, I know I would have still been welcome here.

Grisel Y. Acosta
Journalism



John Henry Biederman

Columnist

Last week I began exploring the problems of our own *Chronicle*, and decided to continue on that topic for this week's column.

In my assessment of the *Chronicle's* bad habits -- stretching campus flyers we've all seen into stories, near blindness to the world beyond Columbia, no academic credit given even if we submit weekly, etc. -- I discovered that the problem begins way above our heads.

Overall, the media is a laughing stock, just as slanted by political agendas as the politics it's intended to police. We're talking about an art form that was crucial in establishing American democracy. Old movies center around the activities of eccentric newsroom characters, bizarre in method but always earning their paychecks by keeping the people informed, and ripping the mask from corruption.

In many ways, journalists are still doing that -- there's a lot of fine writing out there. But the role of "fourth governmental branch" has taken a back seat to celebrity worship, political backing, and a pubescent-like obsession with meaningless sleaze.

I hear over and over that journalism is becoming more and more "corporate," that the eccentric characters who once comprised newsrooms are being replaced by modern "professional" writers. Is it coincidence that while these trends continue, the media goes further down the tubes? Could it be that pretty boys and girls willing to kiss the corporate rump and wear the plastic smiles are not the best people for every job?

Unfortunately, in classes right here at Columbia, I hear plenty about the fact and pitifully little judgement on it. "The way it is. Progress. You too can be a clone." Where are the student investigations into exactly what our tuitions pay for? The meaningful glimpses into the lives of those here and now experiencing this college (often along with jobs and/or families) and our world's continual state of flux? Now and then at least?

I guess those types of things are "unprofessional."

If that's the case, get the "professionals" out of all the newsrooms. Give me the wild-eyed, antacid-gulping characters and artists that once left the public infatuated by the media, the people that belong in our press.

Naturally, the "professional" is much kinder to the politically interested editorial board than the "real" writer. Less likely to care when stories relate aldermanic plans to seize suspects' vehicles, before trial, without a mention of the constitutional rape inherent.

Those with ulterior motives are enjoying a frightening level of success steering the "artist" away from journalism departments. But everyone in power fears the artist who can think -- and does. Real writers eat pretty puppets alive.



The Pride that Follows

Did you get a chance to vote over spring break? It is often said that for the "system" to work, we all need to. And it is also a common view that no matter which candidates you choose, the important point is that you *do* choose. "Vote, just do it," isn't that the message we get?

The clearest message I've received is that if we all just vote, all of our problems might be solved. Doesn't it seem that important, that desperate? Over the years, the burden of "responsibility" has appeared to fall upon the voters. To not vote would label you lazy, ignorant, someone who can't be bothered with the plights of his fellow citizens.

Ah, but if you *were* caught at the polls, how fortunate! Instantly, you would command newfound respect; and your mother's friends might comment, "what a responsible young man," or "such an intelligent young lady." Mmm, to be young and voting.

Surely you've felt this,

the pride that follows the exiting of a poll booth; it's inescapable.

Yet, here's the gag:

Since when does fingering someone else to do the job let us off the hook. Does choosing someone else to solve our problems make us "responsible?"

And after you've made your decision, where do you head? Home? That's it, you're done? That is your service to your community, your city, your state, and your country? You take an afternoon off, punch a few holes, watch for the results on the tube and have a beer?

Please, forget that you have become biased by stimuli you haven't the slightest respect for. And that your choices are no longer your own. What have you done for the population? What have you done to fix the proverbial pothole? What have you done to make your neighbors smile? You voted?

You've done *nothing*. Unless you get off your rump and out from behind anonymity and physically dirty your hands with the issues that you believe

surround and affect you, you've done *nothing*.

Don't only vote because "everybody counts." That is so sweet. Vote if you are truly and completely educated about every angle. And, if for whom you vote to deal with your problems does not win, then finish that thought. Get out there and solve your problems yourself.

Please, don't say, "well, I voted, I did the best I could." If things are important to you, make them happen. Too often, we want someone else to do it for us. Perhaps we are all like that. The philosophy of voting has made us weak.

If you need to vote, back up your feeble vote with a commitment. A commitment to make the right things happen. Make an effort to finish where the lost campaigns leave off. Don't bet on the winners to have the same passions as you. You'll be disappointed and bitter. And you'll whine, "well at least I voted. I did my job."

Jeffrey Heydt

Editorial Page Editor



Overheard...

"Mr. Gingrich said the other day something that I really agreed with, and then he said maybe it was an unrealistic thing. But I don't think it is. He said it would really help to cure poverty if every poor child in America had a little laptop computer ... I don't think that's a bad idea at all."

--President Clinton on Newt Gingrich's suggestion that children on welfare receive laptop computers.

"We're not threatening or saying that everyone has to come through Chicago ... [but] we believe in ourselves."

--Michael Jordan on the upcoming NBA playoffs in the Chicago Tribune.

"I'm really appalled by the fact that everybody with their inquiring minds feels they should know the color of my underwear and how much I weigh, but if you say, 'Don't you want to know what we did in Iran?' they don't ... have the inquiring mind for that."

--Roseanne, in this week's issue of Entertainment Weekly, on the media.

Jon Bigness

Columnist

Do murderers and revelers come to mind when you think of victims? If not, you obviously haven't been keeping up with the news. The first story comes from a fine Catholic institution just down the street from Columbia College.

An African-American student organization sponsored a party on the DePaul University campus. The party got out of hand when a fight erupted. The police and campus security were called to break up the fight. The student newspaper reported the story, relying heavily on police and security sources. Several dozen students are, as of this writing, staging a sit-in at the paper's office because they didn't like the way the paper reported the story. The protesters say the account was racist.

Am I missing something here? The protesters blame the paper? Indulge my ignorance for a moment. But was it the reporter who started the fight? Was it the editor who sponsored the party and then couldn't control the guests? What about the paper's faculty advisor? Was he at the fight pretending to be Don King?

This is a classic case of killing the messenger. Don't even think of blaming those who organized or participated in this fractured festivity. Oh, no. They're the victims. See, the reprobate racists at the *DePaulia* actually printed the quotes from police and security! The quotes were probably right there in the context of the story, too!

DePaulia Editor-in-Chief Zach Martin said the reporter tried to interview the party organizers, but to no avail. House Call, the student organization, would have no comment. Think of all the people you've seen on the 10 o'clock news or read about in the paper who responded to a reporter's question with "no comment." Did you think they were guilty-as-charged or at least trying to hide something? Of course you did.

Protesters demand that the *DePaulia* devote one issue a year and one page a week to minority concerns. They also want the reporter, editor and faculty advisor fired. No word on whether they'll demand themselves to grow up.

OK, let's see if we can figure out this other story. A teenager applies for early admission to Harvard University. At first, the school accepts the girl. But then the university changes its mind after finding out the girl beat her mother to death several years ago (funny how quickly perceptions can change).

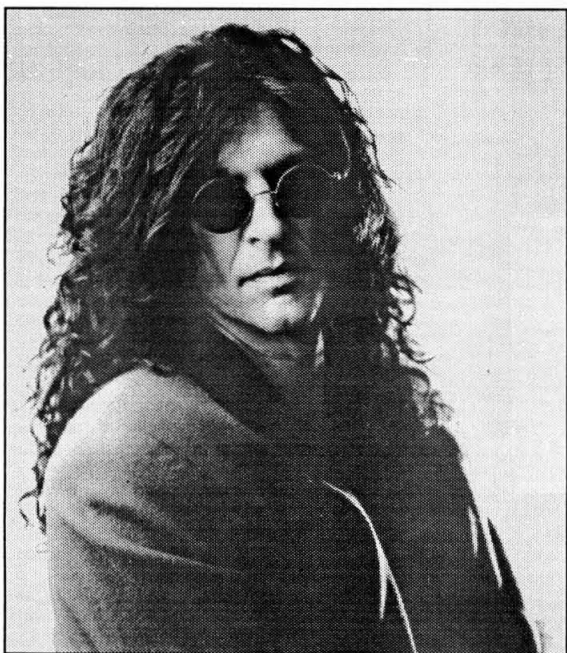
Thirteen times the girl bashed her mother in the head. Then, in an attempt to make the murder look like a suicide, the girl and her boyfriend stuck a carving knife into the mother's neck. Oh, yeah, this girl is really intelligent. You always hear about people who try to commit suicide by smashing themselves upside the head several times and then sticking carving knives in their throats. Sleeping pills? No thanks. Got a hammer?

So, anyway, the girl responds, "I deal with this tragedy every day on a personal level. It serves no purpose for anyone else to dredge up the pain of my childhood. I'm especially distressed that my college career may now be in jeopardy."

Did you get that? Her pain. Got a hanky? Perhaps, and I don't know this to be true, the girl's mother went through a little pain herself. But that's not important. No, how did *you* feel, you poor orphan, after you killed your mother? Let this be a lesson to all you kids out there: Killing mom can really screw up your childhood.

From the Ivy League to the Loop League, whether you're a murderer or a reveler, you too can aspire to be a victim. Just keep repeating to yourself: It's not my fault, it's not my fault.

Howard Stern Ready to Stir Chicago Radio Again



After a year-and-a-half absence from syndicated Chicago radio, "shock jock" Howard Stern is back on the airwaves, this time at WCKG-105.9 FM.

By Kelly L. Kuch
Staff Writer

Controversial "shock jock" Howard Stern is officially back on

Chicago's airwaves after being fired a year-and-a-half ago. WCKG told the media at a press conference on April 3.

WCKG-105.9 FM has placed

Stern's syndicated talk show in its weekday morning lineup. "I'm glad to be back on in Chicago because everyday is a five hour love-fest," Stern said at the opening of the Chicago press conference.

WLUP-AM 1000 signed Stern to a three-year contract in October 1992. Ten months later, WLUP vice president and general manager, Larry Wert, announced the discontinuation of Stern's morning show, claiming that it was "not compatible with the station."

Much of Stern's statement to the press gave his side of the WLUP "dumping" of his show. "I really wanted to be in Chicago," Stern said. "Wert wanted to put us on an AM radio station that had been unable to get any ratings or draw any attention for itself. I sat down with him and said that we'll get the ratings, but it is going to take a year or two," he said. "AM is different from FM because you're high-profile when you're on FM. It takes more time on AM for people to become aware of you."

After several months on AM-1000, friction between Stern and the "WLUP family" began. "Wert called my agent and started screaming 'where's the ratings?' I told him that it had only been a few months and that the ratings will come but you have to give it time," Stern said. "Then there was a whole thing that I wasn't part of the WLUP family and I wasn't part of Kevin Matthews' family. I don't think you

have to be part of Kevin's family to be successful in Chicago. I told them to let Kevin do his show and I'll do my show."

Pressure from the Federal Communications Commission was Wert's reasoning behind terminating Stern's show in August of 1993, although he could not be reached for a current comment. Over the years, the FCC has charged \$1.3 million in fines against Infinity Broadcasting in New York, the company that carries Stern.

"It was no secret that I had FCC problems prior to my signing with WLUP," Stern said. "They pulled the plug because of the ratings. Our ratings were starting to go up. Things were starting to happen, and it was going to happen."

Although Stern maintains that his dismissal from WLUP was due to the ratings, he hopes changes will be made with the FCC. "When Clinton got into office, I thought that the FCC would go back to its normal function of monitoring power levels," Stern said.

"So far, Clinton has turned his back on it. The FCC has not dropped any of its fines against me, but they refuse to take me to court, so it's now in limbo," he said. "I believe there are Republican candidates that can get rid of the FCC problem, so that's who I'm for."

"Quite frankly," Stern said, "I felt my reputation had been damaged in Chicago because to the press it looked like Howard Stern

bombed, he sucks and he can't make it in Chicago. I'm here to prove Larry (Wert) wrong."

Stern believes that WCKG will make him a Chicago success this time around. "Chicago wants to laugh, not just sit and listen to Mahcow," he stated, referring to the WRCX 103.5 FM morning disc jockey. "Manow is doing the same thing I did three years ago. If I can't do me better than Manow, then I should retire. We'll definitely be No. 1 on WCKG by Memorial Day," Stern said.

Rumors about Stern's retirement from radio later this fall continue, and Stern verifies that he is undecided about continuing his radio career. He is currently looking into the movie industry.

"I'm waiting for a good script but it takes a little time," he said. Stern also has a popular TV interview show on the E! Entertainment cable network. "I'm at a crossroad in my career," he said. "Radio is still fun, but getting up early sucks. I don't know what I'll do in November."

No matter what Stern decides to do, his talk show remains popular with an estimated 3 million listeners daily. "There's a media bias against me and I've yet to read an article that says, 'He's really funny. He's been around 20 years and can still keep it fresh,'" Stern said. "How many people can say they've done that?"

Book Club Celebrates 100th Anniversary at Columbia

By Colette Borda
Staff Writer

To celebrate the anniversary of the 100-year-old Chicago-based Caxton Club, some of the finest pieces of its book collection are being displayed at the Columbia College Center for Book and Paper Arts.

Titled *The Look Of The Book*, the exhibit focuses on the art of bookbinding. "It is an exhibit about the book as an object," Audrey Niffenegger, assistant director of the exhibit, said. "All the pieces of the exhibit are good examples of what we teach here."

Since Gutenberg invented the printing press in the 15th century, European bookbinding and paper-making has developed as an art, going from the rough work of the Renaissance to a florid style in the 18th and 19th centuries, then finally to the more pictorial and sophisticated binding of the 20th century. In contrast, the works produced in Africa and in Asia, the works were more creative and practical.

Some of the artists featured in the exhibit based their works on historical designs, while others chose to create new styles.

Chicago Reader Vice President Robert McCamant produced a Renaissance-style book, with black and white engravings and gothic letters. The book presents itself as a large notebook, reflecting the roughness of the work of that period.

Another remarkable piece is a creation by Amos Kennedy, who copied an African snake-shaped book of proverbs. The shape is concise and practical, allowing read-

ers to use the book frequently. He also created a parchment-style book, using modern characters instead of the hieroglyphs usually found in parchment works.

An imitation of a Japanese book by Bill Brendel gives an idea of the refinement of that country's bookbinding. Other artists simply reproduced existing books, such as D.W. Dangler's 47 *Unpublished Letters from Marcel Proust to Walter Berry*.

Depending on the content and on the author, bookbinding is a diverse art. By displaying as many examples as possible, the exhibit shows the usage of various materi-

als such as leather, fabric or paper.

The exhibit allows visitors to learn about the work of the Caxton Club. "We have groups of public schools visiting the exhibit. It is interesting to see young children discover unusual an event," Niffenegger said. "However, most of our visitors are students from Columbia College and The Art Institute of Chicago."

The Columbia College Center for Books and Paper Arts, located at 218 S. Wabash Ave., teaches the art of bookbinding and printing. Their next event will be *The Un-*



Photo by Bill Sinnott

The Look of the Book exhibit, now being held at the Columbia College Center for Book and Paper Arts, 218 S. Wabash Ave., runs through May 19.

als such as leather, fabric or paper. The Caxton Club bases its activities on variety. Founded in January of 1895, it is a group of printers, publishers, writers and booksellers who share an interest in books and the book arts. "The Caxton Club is not really well-known by the general public," Niffenegger said. "But

derpinning of *Labyrinth and Work on Paper*, a project in collaboration with the Newberry Library, scheduled to run May 13 to May 17.

Another event, *The Graduate Thesis Exhibit*, will be held from June 2 to June 17. In the meantime, *The Look of the Book* will run through May 19.

A Girl Bar For All Tastes

By Mariano Torrespico
Staff Writer

Bar Girls (1994, 95 mins.) is a witty movie about the dating game as played by the lesbian habitues of the Girl Bar in Los Angeles.

The strength of this character-driven film is in its knowing script and in the acting. To make its points about sexual politics without didacticism, it skewers stereotypes equally; anyone who has ever cruised a bar will recognize the scenes. Playwright Lauran Hoffman has transposed her eponymous play very well and director Marita Giovanni avoids some of the pitfalls of theatre to film transcription by alluding to other films about rakes.

The allusions to Richard Lester's *The Knack*, and *How To Get It* (1965) and Lewis Gilbert's *Alfie* (1965) integrate expository material seamlessly. Thus, characters are deftly delineated to allow their development as people.

Bar Girls catalogues the vicissitudes of romance everyone, regardless of sexual orientation, suffers in the perpetual search for true love. With trenchant humor, clichés are exploded and explored to their logical extremes. So, the standard barroom brawl, a dull affair in het-

erosexual stories, is freshened with decisive women; everything except beer cans crushed on foreheads is evident.

The artifice of feminine wiles is shown to be universal when Loretta (Nancy Allison Wolfe), tries to seduce a "straight" woman into what would be the latter's first time. Their teasing repartee is viciously undercut by a parody of the musical theme from Stanley Kubrick's *Lolita* (1961). Analogously, we see Loretta's "straight" friend Veronica (Justine Slater), explore her lesbian side upon reflecting on her boring boyfriend; searching for a very fem girl.

In their "real" world, sexual orientation is as irrelevant as hair color. Therefore, when Noah (Michael Harris), Loretta's television script-writing partner, demurs on issues of sexual politics he is not attacked as politically incorrect; he is simply tolerated because he is benighted.

Unexpected insights are found throughout because this lesbian version of a usually staid genre presents homosexuals as straightforward and as hypocritical as heterosexuals; in short, as people.

This excellent film succeeds because it emphasizes, above all, the essential humanity of its subjects.

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Chronicle

Rob Roy Is A Dull Boy



Liam Neeson and Jessica Lange star in the new drama *Rob Roy*.

By Mariano Torrespico
Staff Writer

Rob Roy (1995, 135 mins.) fails because of a script overloaded with anachronistic ideology.

Today's clumsy social darwinism is the frame into which the agrarian politics of 18th century Scotland are fitted. Such inappropriate political baggage hampers the fun usually found in stories about popular outlaws. This leaves director Michael Caton-Jones with a drama as resonant as anything on television.

Despite being beautifully photographed and well acted, this genre piece falls short of its mark because it took the low road of the Hero as Myth instead of the high road of the Hero as Man. Screenwriter Alan Sharp, a Scot who should know better, locks actor Liam Neeson in a kilted suit of politically correct armor. Embodying a concept instead of a character, Mr. Neeson gamely plays along with the heroic myth's few traits: pensiveness, righteousness, violence, and above all honor!

The Villain is the low road's acme, and as Cunningham, Tim Roth scintillates. Taking advantage of the script's severe dramatic limitation's, he is deliciously wicked as the bisexual English fop who mercilessly torments Rob Roy until the bitterest of ends.

It is, however, Jessica Lange

who ruins the film. With an indifferent, rent-paying performance she enlivens and subverts her cliché role as the dutiful wife. Her lazy overacting is as flat as her *Star Trek* brogue is false. She adds insult to injury by slipping, in key dramatic moments, into American tones. That, in turn, is aggravated by her strong frontiers-woman shtick. Such anachronistic acting is especially jarring because she forgets she is fighting redcoats, not redskins.

This would not be so bad if the supporting cast had been allowed to participate. Relegated to mere scenery and background bustle, they are clichés from whiskey advertisements. With the exception of Mrs. Roy, all of the women are either silly girls or crones. The men all drink heavily and heartily, say "Aye, Rob," and generally act Scottish. In contrast, Russell Mulcahy's *Highlander* (1985) presented an uglier but livelier and more credible Scotland.

The Scottish Robin Hood is reduced to a cattle-herding dullard, and as such is easy prey to the machinations of fiendish aristocrats. Rob Roy chronicles approximately two years during which this man is humiliated, cheated, and reduced to outlawry -- and he doesn't get it! That is, until John Wayne's mom -- Mrs. Roy -- tells him his duty as a man of honor.

Despite being loaded with por-

tentous dialogue, nothing happens. Threats, promises, and assurances of violence are uttered and heard, yet the action never materializes. When action does occur, it is unimaginative because of indifferent staging and execution.

When ideology prevails over story-telling, the internal narrative logic is invalidated. Thus, characters can behave illogically and even contradictorily in order to advance an abstract point. In *Rob Roy*, all motivation is reduced to the mechanistic logic of gang warfare: personal honor and turf. As anyone who has ever read armchair warrior Tom Clancy's kitsch knows, debts of honor can only be paid with bloodshed and a woman's flesh.

Thus, a seduced, impregnated, and abandoned servant girl, who has secret knowledge that can save the hero, conveniently commits suicide despite not having ever given the slightest hint of instability; cheating the audience. In another scene, an English aristocrat, overseeing the Scots for his sovereign, becomes Roy's champion; once again cheating.

Such over-simplification lumps Rob Roy with other recent vintage revisions of history and legend. This movie is as delicately dishonest as are *Forest Gump* (1994); *Wyatt Earp* (1994); *Dances With Wolves* (1990); and the exemplary *Robin Hood: Prince of Thieves* (1991).

Throughout this most unsubtle film are references about knowing one's place in the order of things. Thus, the liberal premises essential to the outlaw film are laughably reversed to suit the 20th century. Should the viewer miss the point that Rob Roy is forced into the mold of spiritual father of the Virginia colony over in the New World. Again, throughout the film America is conjured as the land of opportunity for brave men such as he; however, Rob Roy liked Scotland.

If Errol Flynn were alive he would clout Rob on the head and say, "Act like an outlaw, act decisively." Overall, none of this is truly bad, except as entertainment.

The Cure More Than Disease-of-the-Week Flick

By Veronica Cervantes
Staff Writer

The Cure (1995, 95 mins.), starring Annabella Sciorra and child actors Joseph Mazzello and Brad Renfro, takes an unusual approach to dealing with AIDS and how it affects a family's life.

Sciorra plays a single parent with an 11-year-old son, Dexter (Mazzello), who was infected with the deadly virus as a result of a blood transfusion. Contrary to what one might expect, Dexter's neighbors are not trying to get him to move out of town, he does not receive death threats and he's not trying to go to a school that he was banished from, thus he does not become famous.

The Cure is also not a story about a young child trying to accept death or illness. Initially, Dexter accepts his illness and the fact that he's going to die -- that is, until his newfound best friend, Eric (Renfro), convinces him that together they can find a cure.

Dexter and Eric come together as a result of a common bond. Dexter's mom (Diana Scarwind) is




Photo by Vivian Zink
Joseph Mazzello (top) and Brad Renfro develop a friendship that leads to a grand adventure in *The Cure*.

losing her only son to a deadly disease, while Eric seems to be losing his mother due to her work and alcoholism.

The film is less about a disease than about hope and faith, and the effects that hope has on the lives of two innocent children who believe a cure is right under their noses. When Eric and Dexter can't find the cure in the nearby woods and local grocery store, they embark on a journey to the Louisiana Bayou in search of a miracle doctor, who, according to a supermarket tabloid, has just what they are looking for.

The Cure is tear-jerker, but it is also humorous enough that one will not exit the theater depressed and it does not contain much of the medical jargon that often makes a film confusing.

The fact that the film focuses on more than just the disease is what makes it worth seeing. *The Cure* leads viewers to set aside the disturbing thought that this child's life will soon end and focus more on the adventures and fun Dexter encounters during the last days of his life.



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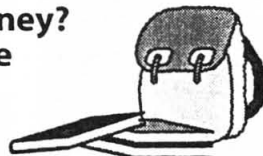
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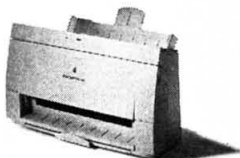
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From The Director of "Single White Female" and "Reversal of Fortune"

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Screenplay by RICHARD PRICE Produced by BARBET SCHROEDER and SUSAN HOFFMAN

Directed by BARBET SCHROEDER



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Dates To Remember

Tuesday, April 18

Homosexual Acts. A demonstration of everyday gay life. In the Hokin Gallery, 12:30 p.m. - 1:30 p.m.

Undeclared and Interdisciplinary Majors Workshop. Sponsored by the academic advising office. On the 3rd floor of the Wabash Building, 1:00 p.m. and 3:00 p.m.

Blood Wedding. A Columbia College Theater and Music Center staging of the Federico Garcia Lorca classic. At the New Studio Theater, 72 E. 11th St., 4:00 p.m. Free to Columbia students (subject to ticket availability).

Wednesday, April 19

Gay and Lesbian Images on TV and Film. A lecture presentation by filmmaker Anne Chamberlain followed by a screening of experimental student videos. In the Hokin Gallery, noon - 4:00 p.m.

A Talk With Mark Heister. Fashion Columbia brings the Chicago designer for a chat in room 1301 of the 600 S. Michigan building. 2:00 p.m. - 4:00 p.m.

Using Computers in Advertising Seminar. In room 411 of the Wabash Building, 4:30 p.m.

Thursday, April 20

Coming Out. A panel discussion and lecture on anti-violence followed by a screening of the film *Before Stonewall*. In the Hokin Gallery, noon - 4:00 p.m.

Premiere Night. A screening of the first episodes of the student productions *Columbia College Electronic Newsletter*, *Glass Roots*, *Music Alive*, and *600 South*. Open to Columbia students, friends and family. Refreshments will be served. In the Studio A, 600 S. Michigan Ave., 7:00 p.m.

Friday, April 21

Out of the Closet and Into the Newsroom: Is There Room for Everyone? A seminar featuring Windy City Times David Olson. In room 1305 off the Torco Building, 624 S. Michigan Ave., 10:00 - 11:30 a.m.

Fashion Show/Get Out! Dance Party. Closing of Columbia's Lambda Force's *Out Week* celebration. Fashion show starts at 7:00 p.m.; *Get Out!* dance follows at 9:00 p.m. In the Underground, 600 S. Michigan lower level. Admission to both events is \$3.00 for students, \$5 for guests.

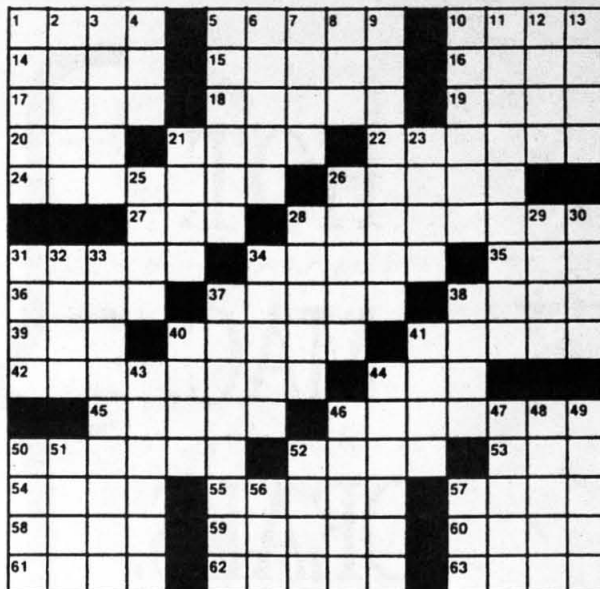
Open Critique. 623 S. Wabash, Room 1201.

Compiled by Sergio Barreto
Editor-in-Chief

THE Crossword

- ACROSS
- 1 Lanky
 - 5 Steep slope
 - 10 Burrowing mammal
 - 14 Potpourri
 - 15 Disappear slowly
 - 16 Baking need
 - 17 Kick
 - 18 Wed on the run
 - 19 Comic Jay
 - 20 Columnist Landers
 - 21 Serene
 - 22 Commences
 - 24 Bed canopies
 - 26 Toothed wheels
 - 27 Printer's measures
 - 28 Certain entertainer
 - 31 Bloodhound's clue
 - 34 Lumps
 - 35 In the past
 - 36 Transport
 - 37 Traverse
 - 38 Pack
 - 39 Pretty — picture
 - 40 Form
 - 41 Suppose
 - 42 Treat in a way
 - 44 Sheltered side
 - 45 On the warpath
 - 46 Refined
 - 50 Accompany
 - 52 Mild oath
 - 53 Chicken — king
 - 54 Bank deal
 - 55 Eastern bigwig
 - 57 Journey
 - 58 Funny Johnson
 - 59 Brutus e.g.
 - 60 Worker and soldier
 - 61 Lack
 - 62 Locales
 - 63 Got it!

- DOWN
- 1 Go — for (support)
 - 2 By oneself
 - 3 Jungle beasts
 - 4 Fate
 - 5 Old weapons
 - 6 Jail rooms
 - 7 Unit of matter
 - 8 Capitol worker: abbr.
 - 9 Shows
 - 10 Teeth
 - 11 Use hyperbole
 - 12 Fasting period
 - 13 Biblical name
 - 21 Coin
 - 23 Labels
 - 25 Collapsible shelter
 - 26 Silly one
 - 28 Skiing milieu
 - 29 Freudian terms
 - 30 Uses oars
 - 31 Swindle
 - 32 Lawsuit
 - 33 Kill
 - 34 Box
 - 37 Prates
 - 38 Beef fat
 - 40 Wound cover
 - 41 Man
 - 43 Pressed



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ANSWERS



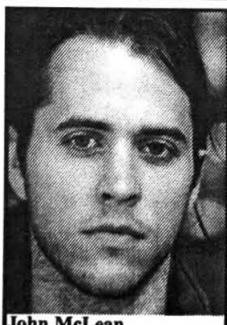
- 44 Hears
46 Legendary
47 Makes money
48 Select group
49 Fall from grace
50 Panache
51 Tender
52 Salesman's car
56 Swab
57 Mai — (drink)

FACE VALUE Without any athletic facilities at Columbia, how do you stay fit during the school year?

By Tasbir Singh



Latricia Burwell
Music
Freshman
I have two-and-one-half hours before class and during that time I work out at Bally's Health Club or at home.



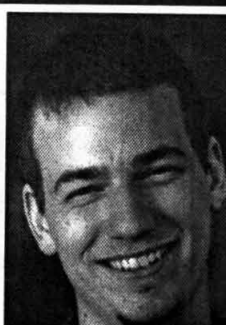
John McLean
Film
Sophomore
By stressing out over project deadlines.



Thurston W. Coleman
Arts Management
Senior
I'm on a seafood diet of only one meal a day. I walk daily to and from school and if I'm stressing out, I take walks along Lake Shore Drive at 2 A.M. But I wish I had the cash for a Gold's Gym membership.



Monique Boayue
Film
Junior
I personally keep fit by eating properly. I also have taken up yoga and do various exercises from time to time. However, I feel we need a gym of some sort to keep the student's minds and bodies active and fit.



Todd Elliott
Animation/Film
Junior
I play frisbee golf in Grant Park with Joe.



Joe McFadden
Animation
Senior
I play frisbee golf in Grant Park with Todd.